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ORGANIZATION OF AN ELEMENTARY
SUMMER SCHOOL PROGRAM, 1961

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CHAPTER I

INTRODUCTION

In nearly every classroom of our elementary schools we have children who are gradually sliding behind in their class. Many of these children do not lack mental ability but are victims of circumstances beyond their control. Some children, due to illness, miss too much school, others have been moved in and out of different schools, while some are socially and emotionally immature and lose confidence in themselves and in others.

In a number of schools over the United States academic summer school programs have been developed to help the child who is slipping behind or the child who wishes to improve his scholastic achievement. The report from one school declared that summer remedial classes are more effective than classes during the winter months. Summer reading programs showed children with average mental abilities growing one year for one month of instruction as measured by tests.¹

¹ Mamie Phipps, Clark and Jeanne Karp, "A Summer Remedial Program," The Elementary School Journal, LXI (December, 1960), 137-42.

I. THE PROBLEM

The purpose of this study was to survey elementary academic summer school programs of the past several years to determine what other schools do concerning problems, such as: (1) determining eligibility for participation: advanced groups, average groups, or retarded groups; (2) length of term; (3) tuition; (4) number of days per week; (5) length of class period; (6) class size; (7) approximate percentage of daily summer school attendance; (8) excusable interruptions in pupil attendance; church school, church camp, vacations, or other activities; (9) records made of summer school pupil's work: report to following teacher, to parents, or other; (10) encouragement in enrollment of pupils by parents or teachers; (11) responsibility of parents for the transportation of pupils to summer school; (12) school districts providing pupil transportation to summer school; (13) payment of teachers the same for equal time or classes, regardless of differences in training and experience; (14) selection of teachers; (15) status of teaching by the summer school director; (16) director's salary for directing summer school; (17) person responsible for records of attendance and absence; (18) availability of a nurse in case of illness or emergencies; and (19) available time for building maintenance. Problems in these areas became apparent in the organization of an ele-

mentary academic summer school program for the Winterset Community Schools.

II. NEED FOR THE STUDY

For several years the writer of this study has been interested in an elementary academic summer school program for the purpose of helping those children, who either take a definite educational loss during the summer or who, for various reasons, have fallen behind in their school work.

During the summer of 1960 the Winterset Community Schools held a summer school program for grades one through eight, offering reading and arithmetic. With this first year of operation many problems evolved. The writer of this project had the responsibility for planning and directing the Winterset elementary summer school program and was interested in doing so as efficiently as possible.

III. PROCEDURE

The procedures administered in this study consisted of two steps. The first step involved a review of literature to determine how other schools had organized and followed elementary academic summer school programs. Published books offered little in describing problems of elementary academic summer school programs. Professional journals referred primarily to summer school programs in secondary schools and

elementary recreational types of program.

The second step consisted of compiling and reporting data from replies to a questionnaire sent to superintendents of sixty public schools of Iowa.

The questionnaire was developed as a result of the survey of literature and experiences by the investigator as summer school director of the Winterset Community Schools. In order that any new or different problem might not be left out, an open end question was made a part of the questionnaire. Following the assembling of the questionnaire it was checked by the superintendent of schools and two principals of the Winterset Community Schools. The list of schools selected to receive the questionnaires was compiled with the cooperation of LeRoy Pratt, Supervisor of Statistics of Iowa State Department of Public Instruction, from those schools that had reported summer school programs in elementary reading. Responses to the questionnaire were tabulated and reported. Conclusions and recommendations were then drawn from the data presented.

IV. DEFINITIONS OF TERMS

In order that the reader may more easily interpret the language and tables used in this study, certain terms have been defined as follows:

Elementary Summer School. Elementary summer school

is defined as classes in academic subjects held for children in grades one through eight during the summer months.

Organization. Organization referred to the arrangement of academic summer school programs based on various classifications of the children admitted.

Maintenance. In this study the term maintenance referred to the upkeep of a summer school program, and to the upkeep of buildings during summer school in preparation for the following school term.

Advanced Group. Advanced group in this study referred to children who have an outstanding scholastic ability.

Average Group. Average group refers to children whose scholastic abilities are neither outstanding nor retarded.

Enrichment. In this report an enrichment program is one which broadens and deepens the basic skills of a subject area.

Remedial. A remedial program refers to a review of the basic skills which had not been mastered at a particular grade level.

Retarded. Children who are retarded were considered those with low scholastic ability.

Retention. Retention in this study referred to the repetition of a school grade.

Loss of Skills. In this study the loss of skills refers to children who forget an excessive amount of academic subject skills during the summer months.

Percentage of Daily Attendance of Elementary Summer School Pupils. The term percentage of daily attendance referred to the percentage of a child's attendance of the total number of days he was enrolled.

Interruptions in Pupil Attendance. Interruption referred to days of pupil absence from summer school due to various activities.

Other Activities. Other activities referred to such summer activities as band lessons, swimming and baton lessons.

Following Teacher. Following teacher refers to the teacher working with the child during the regular school term succeeding summer school.

Parental Volunteer of Enrollment. Parents volunteering their child's enrollment referred to parents asking teachers or school administrators for enrollment of their child in summer school.

Rural. In this study rural referred to areas of the school district outside of the city or town limits.

Summer School Director. The summer school director was considered the person who organizes the summer school program and accepts the administrative duties of the summer school.

Nurse. Nurse referred to a regular school nurse available when emergencies occur.

V. LIMITATIONS

In the pursuance of this project there were certain limitations.

1. This study was limited to a report of academic programs and did not include programs usually classed as extra curricular: such as band and athletics.

2. The survey was limited to the Iowa Public schools which had reported summer school programs in reading for the summer of 1960.

CHAPTER II

SURVEY AND SUMMARY OF LITERATURE

I. INTRODUCTION

The purpose of this chapter, was to determine through a survey of literature the recommendations and suggestions of educators who have experienced the organization and administration of elementary academic summer school programs. In various parts of the United States many school administrators have previously established summer school programs. A number of educators have written articles, which have appeared in professional periodicals during the past several years, concerning summer schools. Many of the articles dealt with the organization and administration of secondary school programs or with recreational programs of elementary schools. Information of organization, administration, and maintenance of elementary summer school programs was gained from a number of the reports.

II. SURVEY OF LITERATURE

Barbe's Report. Barbe's report on the reading clinic at Chattanooga, Tennessee, pointed out that the summer program was organized to help in: "Teaching reading skills to those children who need extra work to keep up with their grade level."¹ The program was not for slow learners but

¹Walter B. Barbe, "Summer Reading Clinic," Educational Administration and Supervision, XLII (October, 1956), 347.

for children with average or above ability. In testing children for intelligence, one score is not sufficient since children who are poor readers tend to perform poorly on group tests. Group achievement tests do not reveal as much in locating reading problems as does informal observation. As a rule children make at least a six month gain on a standardized test following the summer program.¹

Barbe stated that:

If they were to do nothing more than to maintain their previous level, they would be ahead of the other children, who probably lose some of their skill in reading after a summer of non-reading activities. Nothing is gained by trying to help a child achieve above his own ability level.²

Teachers selected to teach a summer school program should be those who are willing and interested in helping the child. Teachers of junior high and senior high school are not usually trained as well for teaching reading as are elementary teachers.³

Carson's Report. During 1959 in the North Allegheny school district of New York, a four week reading program,

¹ Barbe, op. cit., pp. 347-52.

² Ibid., pp. 351-52.

³ Ibid.

offering a two and one-half hour reading session daily was developed for all elementary grades as reported by Carson. Children came on a voluntary basis, making up classes of not more than twenty-four in each primary section; and not more than twenty in each intermediate class. The children were grouped on the basis of skills needed, instead of on the basis of grade level. Most children were of average ability. One objective for reading instruction was to teach reading for information and enjoyment.¹

Carstensen's Report. Carstensen wrote that in 1948 a summer school program was begun in the Mason City, Iowa, schools. An opportunity was offered, by the education department of Mason City Junior College, for elementary children to take additional work during the summer for developing and improving basic reading skills. The children were in class from 8:30 A.M. to 10:45 A.M. each school day for six weeks. They began where they were and advanced as they learned the skills they needed. Teachers used the same text books and workbooks as during the regular term, beginning from where the child was, at the end of the term. Each child received much individual help and instruction by being in small classes.

¹ Thomas E. Carson, "We Developed a Summer School Reading Program," The Instructor, LXIX (March, 1960), 91-92.

Children with normal ability whose reading skills were not as good as they should be were invited to attend summer school. Children in grades two through six made up the 1958 summer school classes. The aims for these children were to develop better skills in reading, writing, listening, and speaking. During the regular school year, the children's needs had been found and their studies had been adapted accordingly.

The teachers from the junior college and surrounding areas were receiving credit for practice teaching. This helped both the teacher and pupil, in that the teacher had a chance of becoming familiar with techniques, materials, and remedial reading procedures. Teachers used varied experiences, as field trips, class newspapers, and mock television, radio, or movie programs.

The children had an opportunity to do some easy reading for fun each day. Some children read as many as sixty books the average being twelve. A record for each child's progress was made to be used by the succeeding classroom teacher. It included a report of reading done, attitudes, interests, and suggestions for further work.¹

¹ Edna Carstensen, "Teachers and Pupils Profit From Mason City's Summer Reading Program," Midland Schools, LXXIII (October, 1958), 20-21.

Carstensen reported that:

Perhaps the biggest gain by any child in the summer school was made in the area of attitudes. A child developed confidence in himself as he increased his reading skills. He overcame his dislike or fear of reading and became interested in developing some skills. Many children learned that reading can be fun as well as satisfying.¹

As a review of the problem experienced by the administration during the ten years prior to the publishing of this article, the greatest growth had been in:

1. Identifying the problems early before they became too complex.
2. Development of skill in distinguishing between a slow learner and remedial child.
3. Instructors becoming acquainted with techniques and a variety of teaching materials.²

Fitzpatrick's Report. Fitzpatrick indicated that to maintain a summer school program it should be one of cooperation among the administrators, teachers, parents and children. Attendance should be voluntary instead of compulsory. Compulsory attendance in summer school tends to make the program less interesting to both the child and parent. Since the school personnel of the nation are asking for money now, the

¹ Ibid., p. 21.

² Ibid.

public will see a greater need where there is more service, such as a summer program.¹

Henning's Report. Henning reported on an interview with Principal Ray J. Naegel of the Highland Park, Illinois, schools regarding summer school programs in the Highland Park schools. The first summer school programs were for enrichment courses. After a few years a decision was made to begin some classes for remedial work. The children who took remedial reading and arithmetic were those who had been ill, were slow learners, or were behind in their work as a result of moving frequently to different schools. The children came for three hours each day, five days a week, for six weeks. Summer classes had no effect upon grade placement for the following school year. A fee of sixty dollars was charged each child for the six weeks of summer school in order to make the program self supporting.

In grades one, two, and three, regular classes were held with a classroom teacher. In grades above third, children were grouped according to the type of help they needed. Class size ranged between eighteen and twenty pupils. Classes were kept small, with a maximum enrollment of twenty pupils.²

¹William J. Fitzpatrick, "Basic Questions On Summer Schools," American School Board Journal, CXXXVI (April, 1958), 33-83.

²Delores E. Henning, "Self-Supporting Summer Program," The Nations Schools, LVIII (October, 1956), 53-56.

The author cited this suggestion regarding class size:

Only with small classes is it possible to achieve a close, friendly relationship between teachers and children, with each teacher knowing well the pupils she teaches.¹

Henning reported the following about teachers and supplies:

What is needed much more than expensive supplies for the children to work with, is a teacher who has ingenuity and can think of things for children to do that they will enjoy doing. Often such a teacher needs only the simplest supplies, such as, rocks the children painted in their crafts classes.²

Hopping's Report. Hopping reported that during the summer of 1960 an extensive summer school program in Indianapolis, Indiana, was offered to the children of the Indianapolis, Indiana schools. Such academic courses as literature, arithmetic, science, social studies, and remedial reading were offered. Children who had average ability or above but were six months or more below grade level in reading were admitted to remedial reading classes. Remedial classes were held one and one-half hours each day, five days a week. In other academic subjects classes were one hour long. The children were tested and selected for summer school by principals and teachers.

¹ Ibid., p. 54.

² Ibid.

The schools division of the Public Library of Indianapolis sponsored a summer library reading program at the central branch libraries. Children were stimulated to read more by participation in games and contests. The book was read and a report was given to the librarian. On an average each child read and reported on five books.¹

Johnston's And Pratt's Surveys. In 1959 and 1960, Johnston and Pratt made surveys of the Iowa high school districts concerning summer school programs of 1958 and 1959. They found that the elementary academic summer school programs of Iowa were in session one hour each day, five days each week, for a period of six weeks. The class size for academic subjects was in most cases fewer than ten students, however, nearly as many classes had between ten and twenty-five pupils.^{2,3}

Kilroy's Report. Kilroy wrote that during the summer of 1949 at the Oceanside School, Long Island, New York, a member of the faculty was asked to be available as a helping teacher to assist any child needing help in strengthening his

¹Vera W. Hopping, "Look at Summer Programs," Childhood Education, XXXVII (May, 1958), 316-19.

²Arden E. Johnston, "Summer School Sessions Conducted by The Public High School Districts of Iowa During 1958," Unpublished Master's Thesis, Drake University, (1959), 19-23.

³LeRoy G. Pratt, "Summer School Programs in Four Year Public High School Districts of Iowa During 1959," State of Iowa, Department of Public Instructions, Educational Bulletin, XXXI (April, 1960), 4-5.

scholastic background. In 1954 twenty-eight teachers and a principal served the interests of 446 children. These children were interested in such basic skills as reading, arithmetic, and writing. Classes were held for six weeks with class size of twelve to eighteen pupils. One of the greatest pupil rewards, as reported by the principal was the great gain of confidence of children in themselves and in others. This he attributed to voluntary attendance, class participation, encouragement by teachers, and a desire to learn. Some children, as a result of summer school gains, improved enough to reach grade level.¹

Lambert's Report. Lambert pointed out that school superintendents have written to the Orinda, California, schools asking questions about the Orinda summer school program. Answers to questions relative to the organization of an elementary academic summer school program follow:

1. Outstanding teachers are employed from the local schools and near-by ones.

2. Classes are one hour long, held daily, five days each week, with July Fourth and fifth as holidays.

3. There was no summer school for kindergarten.

Children in grades one through eight for the current year were

¹Thomas J. Kilroy, "Summer 'Helping Classes' Pay Scholastic Dividends," The Nations Schools, LV (March, 1955), 80-81.

admitted.

4. Any pupil who was absent for more than three times, unless he was ill, was dropped from summer school.

5. Grades were given only if they were requested by the parent.

6. Transportation for summer school students was not supplied by the school.

7. Courses offered for enrichment, to encourage natural curiosity, imagination and creative ability were arts and crafts, creative writing, and extended reading.

8. Courses which helped the child in basic skills of grammar, phonics, reading, language, arithmetic, and corrective speech were offered.

9. In California, schools holding summer school programs receive state aid. More than fifty per cent of the cost is borne by the district.¹

Pratt's Survey. In an Iowa survey of summer school programs conducted in 1959, Pratt found:

Recreational courses were the most popular type of course at the elementary level and in the smaller school districts. Enrichment type of courses were next most common at the elementary level, followed by the academic-

¹ Philip Lambert, "Reactions to a Summer Program," The Nations Schools, LXI (April, 1958), 46-48.

make-up courses and academic - acceleration courses.¹

Pratt's Report, 1961. Following a survey of Iowa summer schools of 1960 Pratt reported that nearly all summer school programs were staffed with regular school year teachers. Salaries of teachers who taught full time summer school programs received about \$400.00. Children in about 35 per cent of the elementary classes were charged a small fee for summer school training or materials.²

Turner's Observation. Turner signified in his article that fifty per cent of the yearly enrollment of Pacific Grove, California, schools attend summer school. Academic classes were held from 8:30 to 12:30, five days each week, for six weeks. Attendance is voluntary and students may drop, or begin at any time. The summer program consisted of enrichment courses and remedial courses for children below grade level, or those who missed school due to absences or frequent change of residence.³

¹ LeRoy G. Pratt, "Summer School Programs in Four Year Public High School Districts of Iowa During 1959," State of Iowa, Department of Public Instruction, Educational Bulletin, XXXI (April, 1960), 5.

² LeRoy G. Pratt, "The Summer School Program In Iowa Public Schools," State of Iowa, Department of Public Instruction, (May, 1961), 13-16.

³ Thomas R. Turner, "Who Wants To Go To Summer School?" The School Executive, LXXXI (June, 1953), 56-58.

III. SUMMARY OF SUGGESTIONS FROM LITERATURE

In summary of articles surveyed certain suggestions and recommendations were noted:

1. The summer school term was six weeks long.
2. Many schools charged a small tuition fee to help off-set costs. A fee also encourages better attendance.
3. Most educators agreed that classes should meet five days each week.
4. The length of class periods were between one hour and one and one-half hours for each session, with not more than two academic classes being offered for the same child.
5. The size of classes should be small enough to insure the best learning situations possible. Many educators agreed on class size of about ten pupils for each class.
6. The best teachers of the local school system who are capable of doing the most efficient work should be hired for summer school.
7. Only children who are capable of profiting from summer school work should be admitted.
8. Classes were arranged for enrichment courses and remedial courses. More often classes for elementary children were for remedial classes.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF AN ELEMENTARY ACADEMIC SUMMER SCHOOL PROGRAM, 1961

I. INTRODUCTION

The purpose of this chapter was to report data regarding problems of organization and administration of an elementary academic summer school program. The data of the study was compiled from replies returned in response to questionnaires sent to sixty Iowa high school administrators. Fifty-seven of the sixty school administrators or 95 per cent had returned replies to the questionnaire. Nearly all questions on all of the returned questionnaires were answered.

II. PURPOSES OF ACADEMIC ELEMENTARY

SUMMER SCHOOL PROGRAMS

The purposes of elementary academic summer school programs, according to fifty-seven administrators, are shown in Table I. Some school administrators reported more than one purpose for summer school. There were thirty-six administrators who indicated a purpose of their academic summer program, was to offer classes to average children who need remedial help. In thirty-four schools, an important purpose was remedial classes for remedial groups. Twenty-three

administrators indicated the purpose was for classes of enrichment for average groups; twenty advocated having children in summer school instead of retention for the following year; fifteen showed classes offered to reduce the amount of loss of skills due to summer vacations; and, ten others offered to reduce the amount of loss of skills due to summer vacations; and, ten others offered classes for advanced pupils.

TABLE I

PURPOSES OF ELEMENTARY ACADEMIC SUMMER SCHOOL PROGRAMS
IN FIFTY-SEVEN IOWA SCHOOLS, 1961

Purpose	Number of Schools
Remedial for average groups	36
Remedial for retarded groups	34
Enrichment for average groups	23
Those who would otherwise be retained	20
Those who lose an excessive amount of skills due to summer vacation	15
Advanced groups	10

III. AVERAGE DAILY ATTENDANCE

The per cent of average daily attendance of children enrolled in fifty-seven elementary academic summer schools of Iowa during 1960 is shown in Table II. Three schools were reported to have more than 90 per cent attendance of summer school children; thirty-five showed 90 per cent, and six others

expressed 80 per cent attendance. Nine schools were reported to have less than 10 per cent attendance, which apparently indicated an error of interpretation.

TABLE II

PER CENT OF AVERAGE DAILY ATTENDANCE OF
ELEMENTARY ACADEMIC SUMMER SCHOOL
PUPILS OF FIFTY-SEVEN IOWA
SCHOOLS, 1961

Per Cent of Attendance	Number of Schools
More than 90	3
90	35
80	6
70	
60	1
50	
10 or less	9
no answer	3
Total	57

IV. INTERRUPTION IN PUPIL ATTENDANCE

As shown in Table III, twenty administrators indicated they would accept excuses of children absent from summer school in order that church school classes could be attended. Several administrators added that the summer school program was usually begun late enough to allow church schools to finish their classes. Twenty administrators, but not neces-

sarily the same twenty, would accept excuses of children for vacations. One written reply stated that excuses of children would be accepted only for family vacations. Children being excused from summer school for church camp would be accepted by seventeen. There were thirteen administrators who stated that no excuses of pupil absence were accepted other than for emergencies or illness. Eight replies indicated "other activities" which were assumed to mean such activities as swimming lessons, private music lessons, and band. Several administrators reported more than one excusable interruption.

TABLE III

EXCUSABLE INTERRUPTIONS IN SUMMER SCHOOL
PUPIL ATTENDANCE IN FIFTY-SEVEN
IOWA SCHOOLS, 1961

Interruption	Number of Schools
Church school	20
Vacations	20
Church camp	17
None	13
Other activities	8
Illness	3
Music	1
No reply	3

V. PUPIL RECORDS

Table IV shows that in fifty-three of fifty-seven schools reports of summer school work were sent to the succeeding teacher, and in forty-nine schools, reports were sent to the parents. In nine schools, records of summer school were added to the pupil's permanent folder, and in five others a report was sent to the principal. One write-in reply stated that a conference was held with the parent at the end of the term. Most administrators reported that progress reports were sent to more than one place.

TABLE IV

REPORTS OF PUPIL PROGRESS IN FIFTY-SEVEN IOWA SCHOOLS, 1961

Where Report is Sent	Number of Schools
Report to succeeding teacher	53
Report to parents	49
Report for cumulative folder or permanent record	9
Report to principal	5
Parent teacher conference	1

VI. PUPIL ENROLLMENT

Concerning encouragement of pupil enrollment in the summer school program, in forty-six schools some parents did volunteer their child for enrollment. In eight replies it

was disclosed that parents did not volunteer children to be enrolled. Teachers urged enrollment of children who needed to attend summer school classes as reported by fifty-four schools. Remarks added showed that children are selected by standards and by testing in some schools.

VII. PUPIL TRANSPORTATION

All fifty-seven school administrators believed that the responsibility of transportation belonged to the parents. Only two administrators indicated they do transport rural children to summer school. A few replies had write-in comments indicating that the school was not responsible and that parents can, if they desire, form car pools for getting the rural children to school. One reply had been written-in stating that transportation was a "real problem" for large community school districts.

VIII. BASIS OF SALARIES FOR PERSONNEL

Forty-one school administrators paid their teachers the same salary for equal time or work regardless of differences in training and experience. In fifteen schools teachers were not paid the same salary regardless of experience and training. Of fifty-seven school administrators, only ten reported that the summer school director does some teaching of summer school. Many of the forty-seven school

directors who did not teach were superintendents.

The salary of the summer school director was reported by five different means: (1) as a part of the annual salary; (2) salary based on summer school term; (3) paid by the hour; (4) paid by the week; and (5) based on the number of students in summer school, as shown in Table V. There were twenty-six schools in which the salary of the summer school director wasn't set aside from his annual salary. There were sixteen schools in which the director was paid for the summer school term. The amount paid ranged from between \$100.00 and \$750.00. In schools with regular school year enrollment of over 3,000 elementary pupils the director was paid \$500.00. In schools with enrollments for the regular school term of between 2,000 and 3,000 elementary pupils the summer school director received from \$200.00 to \$750.00 and in schools smaller than one thousand the director was paid between \$100.00 and \$400.00. Those directors paid by the hour received between \$2.50 and \$5.00 per hour. There were three directors paid in this manner. One director was paid by the week and one was paid according to the number of summer school pupils enrolled. The amount of money paid was not revealed. Eight other schools were reported as not having a director.

Personnel	Number of Schools
Teacher	38
Director	16

TABLE V

METHODS OF REPORTING SUMMER SCHOOL DIRECTOR'S SALARY
IN FIFTY-SEVEN IOWA SCHOOLS, 1961

Method	Number of Schools
Part of annual salary	26
Salary for the term	16
Hourly rate	3
Rate per week	1
Based on number of students	1
No director	8
No reply	2
Total	57

IX. RECORD KEEPING OF ATTENDANCE

In thirty-eight schools the summer school teacher kept the records of attendance and was responsible for following up on pupil absences as shown in Table VI. In ten schools the summer school director kept records of attendance and in five other schools the principal had the responsibility for records of attendance.

TABLE VI

PERSONNEL KEEPING RECORDS OF ATTENDANCE IN FIFTY-
SEVEN IOWA SCHOOLS, 1961

Personnel	Number of Schools
Teacher	38
Director	10

TABLE VI (continued)

Personnel	Number of Schools
Principal	5
No follow-up on attendance	4
Total	57

X. AVAILABILITY OF A NURSE

In six of fifty-seven schools a nurse was available for the summer school classes. In four schools clinics were close by for emergencies and in forty-seven schools no nurses were available.

XI. BUILDING MAINTENANCE

All schools except one had allotted time for building maintenance during summer school as shown in Table VII. In twenty-seven of fifty-seven schools the buildings were cleaned and prepared for the following year after summer school classes were completed. In seventeen other schools maintenance was uninterrupted because, as empty classrooms were cleaned summer classes moved into them so other rooms could be cleaned. Other schools, ten in all, cleaned and maintained the buildings either before and after summer school or during the afternoon while summer school was in session.

TABLE VII

TIME ALLOTTED FOR BUILDING MAINTENANCE
IN FIFTY-SEVEN IOWA SCHOOLS, 1961

Time for Maintenance	Number of Schools
After summer school was adjourned	27
Uninterrupted by changing rooms	17
Before and after summer school	8
Afternoons during the summer	2
No time allotted	1
No replies	2
Total	57

XII. SPECIAL CHARACTERISTICS OF
SUMMER SCHOOL PROGRAMS

Following is a summary of typical comments offered by one or more school administrators:

1. Class size of eight to ten pupils for each teacher was considered best.
2. Teachers were carefully selected in order that the best ones available could be hired for teaching summer school.
3. Grouping was carefully done.
4. Fees ranging from one dollar to ten dollars for remedial programs and some higher for other academic courses.
5. The principal objective of one summer school in

teaching reading was to give special help on the use of controlled reading machines.

6. Summer school upgrades the reading and arithmetic skills of those needing help.

7. In some schools the summer program changes each year as a result of trying to meet the demands of the community.

8. Teachers recommended children who would benefit from summer school. Parents were notified by letter, or by conferences. This was done early in the third or fourth quarter of the regular school year.

9. Reading tests were used in helping determine children who should be enrolled in summer school.

10. Where summer school started early before church school was over, the church held classes during the morning and summer school met during the afternoon.

11. Classes were begun as early as 8:00 A.M. in a few cases and continued until 12:30 P.M. Most common periods were 8:30 A.M. to 11:30 A.M. One program held two, one hour classes during the morning and the same with different children in the afternoon.

12. Children of some smaller schools went to a neighboring school for summer training.

13. One administrator stipulated that during the summer was an opportune time to start experimental programs.

14. Forty of the fifty-seven schools reporting indicated a desire to receive a summary of the survey.

XIII. SUMMARY

A summary of the data collected and reported includes the following:

1. The outstanding purposes for groups of children taking elementary academic summer school courses in fifty-seven Iowa schools were remedial training for average groups, and remedial training for retarded groups.

2. The average daily attendance of elementary academic summer school pupils enrolled in most Iowa schools was 90 per cent or more.

3. In several schools excuses of childrens' absences from summer school were accepted for such activities as church school, vacations and church camps. Several schools accepted excuses only for absences due to illness or emergencies.

4. Reports of children's summer school progress were sent to parents and succeeding teachers. Several reports were placed with the child's permanent record.

5. Parents were responsible for nearly all pupil transportation to summer school. Only in two schools did

the district transport rural children to summer school.

6. Parents and teachers cooperated in urging children to attend and enroll in summer school. Most enrollments were made through the school office.

7. Most teachers were paid the same salary for equal time and work regardless of training and experience.

8. Most summer school directors did not teach in summer school. The program was set up and supervised by the director who may have been the school superintendent, a principal, or a supervisor.

9. Several directors were paid as a part of the annual salary; others were paid by the week; summer school term; or by the hour. The most often reported figure for a full term of summer school directing ranged from between \$200.00 and \$500.00.

10. Most elementary summer school programs kept records by the teachers of attendance and a follow up on absences of pupils.

11. The buildings were prepared for the following school year either before or after the summer classes or during the afternoons while summer school was in session.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to survey the problems involved in organizing and administering an elementary academic summer school program. These problems concerned: (1) determining eligibility for participation: advanced groups, average groups, or retarded groups; (2) length of term; (3) tuition; (4) number of days per week; (5) length of class period; (6) class size; (7) approximate percentage of daily summer school attendance of elementary academic pupils; (8) excusable interruptions in pupil attendance: church school, church camp, vacations, or other activities; (9) records made of summer school pupil's work: report to following teacher, to parents, or other; (10) encouragement in enrollment of pupils by parents or teachers; (11) responsibility of parents for the transportation of pupils to summer school; (12) school districts providing pupil transportation to summer school; (13) payment of teachers the same for equal time or classes, regardless of differences in training and experience; (14) selection of teachers; (15) status of teaching by the summer school director; (16) director's salary for directing summer school; (17) person responsible for records of attendance and absence; (18) availability of a nurse in case of illness or emergencies;

and (19) available time for building maintenance.

The procedure employed in this study involved two steps. The first step consisted a survey of literature relative to elementary summer school programs. The second step consisted of a survey by means of a questionnaire to sixty Iowa schools known to have had academic courses in the summer school program. The list of sixty schools was compiled with the cooperation of the Iowa State Department of Public Instruction.

After a careful review of the information found, as a result of the survey of literature and the data compiled from the survey of schools, conclusions and recommendations for summer school programs were made.

I. SUMMARY

Literature showed that:

1. Most schools have a six-week length of term, with class periods of between one hour and one and one-half hours daily for each subject.
2. Class meetings were held five days each week.
3. The size of classes should be small enough to insure the best learning situations possible. Class size of ten pupils was preferable.
4. In several schools a small fee was charged for

tuition or supplies. This also encouraged better attendance.

5. The best qualified teachers are local teachers, who are interested in children and in teaching any time of year should be employed.

6. Classes were arranged for enrichment courses and remedial courses. More often classes for elementary children were for remedial courses.

7. Only children capable of profiting from summer school work should be admitted.

A summary of practices of fifty-seven Iowa schools showed that:

1. The outstanding goals of the academic summer program were for remedial training for average groups and remedial training for retarded groups.

2. Average daily attendance of summer pupils enrolled was 90 per cent or more.

3. Several school administrators are willing to accept excuses of children absent for such activities as church school, vacations, and church camp.

4. Reports of children's progress in summer school were sent to the parent and to the succeeding teacher. In several schools, reports were placed in the permanent records.

5. Parents and teachers cooperated in urging children to attend summer school. In most schools enrollment

of pupils was handled through the school office.

6. School administrators believed parents are responsible for pupils transportation to and from summer school. In two schools rural pupils were transported.

7. Most teachers were paid the same salary for equal time or work regardless of training and experience.

8. Most summer school directors did not teach summer school. The director in many cases was the superintendent, who was hired for more than a nine month term.

9. The more often reported figure for a full term of summer school directing was between \$200.00 and \$500.00.

10. In most cases the teachers kept records and followed up on absences of pupils.

11. The buildings were maintained either before and after the summer school session or during the afternoons while summer school was in session.

II. CONCLUSIONS

A study of the findings of this report justified the following conclusions:

1. Most schools offering academic training during the summer maintain classes for children who need remedial work.

2. Teachers selected should be well qualified for teaching the classes assigned.

3. Each summer school program differs in several ways

from other summer school programs because of local situations demanding different approaches to certain problems.

4. More emphasis should be on enrichment programs than is now being done.

III. RECOMMENDATIONS

From an analysis of this study and from the conclusions drawn, the following recommendations were submitted:

1. More schools should offer summer remedial work in academic subjects.

2. High or higher standards should be maintained for selection of teachers for summer school as for the regular academic school year.

3. Each summer school director should keep in mind the local school philosophy and purposes in organizing any summer school program.

4. Directors of summer schools should investigate the feasibility of programs for enrichment.

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April 1964

Enclosed for the State of Iowa Department of Education
are two copies of a letterhead memorandum from the
University of Iowa regarding a letterhead memorandum concerning some of
the problems involved in the administration and administration
of elementary schools, with
enclosed for the State of Iowa Department of Education.

Wm. L. Jefferson
Director, Iowa
April 1964

Dear Sir:

I am partial fulfillment of candidacy for the
Master of Science Degree in Education from Iowa Uni-
versity. I am enclosing a letterhead memorandum concerning some of
the problems involved in the administration and administration
of elementary schools, with
enclosed for the State of Iowa Department of Education.

APPENDIXES

I would appreciate it very much if you or your
elementary school director would fill out the
enclosed questionnaire and return it to me at your
earliest convenience.

Sincerely,
Wm. L. Jefferson
Director, Iowa
April 1964

Sincerely yours,

APPENDIX A

A Letter to Superintendents of Schools Offering Reading
in Their Elementary Summer School Program

810 E. Jefferson
Winterset, Iowa
May 22, 1961

Dear Sir:

As a partial fulfillment for candidacy for the Master of Science Degree in Education from Drake University I am making a field study concerning some of the problems involved in organization and administration of an academic elementary summer school program, with emphasis for the Winterset Community Schools.

I would appreciate it very much if you or your elementary summer school director would fill out the enclosed questionnaire and return it to me at your earliest convenience.

An addressed stamped envelope is enclosed. Thank you very much for your cooperation and if you desire a copy of the results of this survey please indicate in your response to the questionnaire.

Sincerely yours,

APPENDIX B

QUESTIONNAIRE

Name	Position	School
<p>1. Please check the following statement or statements that best apply in establishing a purpose for the elementary academic summer school program in your school system.</p> <p>Your academic program is for the following:</p> <p>A. <input type="checkbox"/> For advanced groups.</p> <p>B. <input type="checkbox"/> For enrichment of average groups.</p> <p>C. <input type="checkbox"/> For remedial of average groups.</p> <p>D. <input type="checkbox"/> For remedial of retarded groups.</p> <p>E. <input type="checkbox"/> Substitution of retention for the following year.</p> <p>F. <input type="checkbox"/> Reduction of the amount of loss of skills due to summer vacations.</p>		
<p>2. What is the approximate percentage of daily attendance of your elementary academic summer school pupils?</p> <p><input type="checkbox"/> 50% <input type="checkbox"/> 60% <input type="checkbox"/> 70% <input type="checkbox"/> 80% <input type="checkbox"/> 90%</p>		
<p>3. What interruptions in pupil attendance are excusable during the summer school program?</p> <p>A. <input type="checkbox"/> Church school</p> <p>B. <input type="checkbox"/> Church camp</p> <p>C. <input type="checkbox"/> Vacations</p> <p>D. <input type="checkbox"/> Other activities</p>		
<p>4. What records are made of summer school pupil's work?</p> <p>A. <input type="checkbox"/> Report to following teacher</p> <p>B. <input type="checkbox"/> Report to parents</p> <p>C. <input type="checkbox"/> Other please specify _____</p>		
<p>5. Please check the following statements concerning your elementary academic summer school.</p> <p>A. Do parents volunteer the enrollment of their children? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>B. Do teachers urge summer school enrollment? Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>C. Does the school provide transportation for rural children? Yes <input type="checkbox"/> No <input type="checkbox"/></p>		

- D. Are parents responsible for transportation?
Yes ☐ No ☐
- E. Are all elementary summer school teachers paid the same salary for equal time or work regardless of differences in training and experience? Yes ☐ No ☐
- F. Does the summer school director teach? Yes ☐
No ☐

6. What is the salary of the summer school director?
_____.
7. Who keeps records of and follow up on absences? _____.
8. Is a nurse available in case of illness or emergencies?
_____Yes _____No.
9. Please describe briefly when time is available for building maintenance in preparation for the following year.

10. List any special characteristics of your program and how it is carried out in your school.

11. Would you like to have an abstract of the report?
_____Yes _____No.

but there are still several that have not been returned. Perhaps they were sent to the wrong person or were misplaced.

I am enclosing another copy of the questionnaire in this letter and hope that it can be returned to me at your earliest convenience.

Thank you very much for your help.

Sincerely yours,

Richard G. Davis

APPENDIX C

A Follow-up Letter

810 E. Jefferson
Winterset, Iowa
June 9, 1961

Dear

About two weeks ago you or someone in your school should have received a questionnaire from me about some of the problems of organizing and administering an elementary academic summer school program.

I have had good response to this questionnaire but there are still several that have not been returned. Perhaps they were sent to the wrong person or were misplaced.

I am enclosing another copy of the questionnaire in this letter and hope that it can be returned to me at your earliest convenience.

Thank you very much for your help.

Sincerely yours,

Leonard C. Mains

Green Mountain Independent APPENDIX D

Community Schools

SCHOOLS WHERE QUESTIONNAIRES WERE SENT

Community Schools

Algona Community Schools

Ames Community Schools

Ankeny Community Schools

Beaman-Conrad Community Schools

Bettendorf Community Schools

Buffalo Center Community Schools

Burlington Community Schools

Carlisle Consolidated Schools

Cedar Falls Community Schools

Clinton Community Schools

Clear Lake Community Schools

Council Bluffs Independent Schools

Creston Community Schools

Davenport Community Schools

Des Moines Independent Schools

Dike Community Schools

Eagle Grove Community Schools

Emmetsburg Community Schools

Exira Community Schools

Fort Madison Community Schools

Galva Community Schools

Green Mountain Independent Schools
Griswold Community Schools
Hartley Community Schools
Howard-Winneshiek Community Schools
Hudson Community Schools
Iowa City Community Schools
Irwin Community Schools
Jefferson Community Schools
Knoxville Community Schools
Lamoni Community Schools
LaPorte City Consolidated Schools
Marion City Independent Schools
Marshalltown Community Schools
Maurice-Orange City Community Schools
Mount Pleasant Community Schools
Menville Community Schools
New London Community Schools
Northwood-Kensett Community Schools
Oelwein Community Schools
Oxford Junction Independent Schools
Parkersburg Community Schools
Pella Community Schools
Red Oak Community Schools
Rock Valley Community Schools

Sac City Community Schools
Saydel Consolodated Schools
Sioux City Independent Schools
State Center Community Schools
Storm Lake Independent Schools
Strawberry Point Community Schools
United Community Schools
Van Horne Consolidated Schools
Vinton Community Schools
Waterloo Independent Schools
West Des Moines Community Schools
Wellsburg Community Schools
Winterset Community Schools